

The Condition of Education 2009

Indicator 9

Children and Youth With Disabilities

The indicator and corresponding tables are taken directly from *The Condition of Education 2009*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2009*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009081>) or contact ED PUBS at 1-877-4ED-PUBS.

Suggested Citation:

Planty, M., Hussar, W., Snyder, T., Kena, G., KewalRamani, A., Kemp, J., Bianco, K., Dinkes, R. (2009). *The Condition of Education 2009* (NCES 2009-081). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Children and Youth With Disabilities

The number and percentage of children and youth receiving special education services increased nearly every year between 1976–77 and 2004–05. Since 2004–05, the number and percentage of students served declined each year through 2006–07.

The Individuals with Disabilities Education Act (IDEA), enacted in 1975, mandates that children and youth ages 3–21 with disabilities be provided a free and appropriate public school education. Data collection activities to monitor compliance with IDEA began in 1976.

The number and percentage of children and youth ages 3–21 receiving special education services increased nearly every year since the inception of IDEA up until 2004–05 (see table A-9-1). Since 2004–05, the number and percentage of students served have declined each year through 2006–07. In 1976–77, some 3.7 million children and youth were served under IDEA, representing 5 percent of all children and youth ages 3–21. By 2006–07, some 6.7 million children and youth received IDEA services, corresponding to about 9 percent of all children and youth ages 3–21. Among students served under IDEA in 2006–07, about 59 percent were White, 20 percent were Black, 17 percent were Hispanic, 2 percent were Asian/Pacific Islander, and 1 percent were American Indian/Alaska Native (data not shown).

Since 1980–81, a larger percentage of children and youth ages 3–21 have received special education services for specific learning disabilities than for any other disability type (see table A-9-2). A specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect

ability to listen, think, speak, read, write, spell, or to do mathematical calculations. These disorders include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The percentage of children and youth ages 3–21 receiving special education services for a specific learning disability was 3 percentage points higher in 2006–07 than in 1976–77 (5 vs. 2 percent). In comparison, the next most prevalent disability type, speech or language impairments, remained fairly constant around 3 percent, with variations of less than 1 percentage point during this period.

In 2006–07, about 40 percent of all children and youth receiving services under IDEA had specific learning disabilities, and 22 percent had speech or language impairments. Students with disabilities such as other health impairments, mental retardation, emotional disturbances, developmental delay, and autism accounted for between 4 and 10 percent each. Children and youth with multiple disabilities; hearing, orthopedic, and visual impairments; traumatic brain injury; and deaf-blindness each accounted for less than 2 percent of children with disabilities.



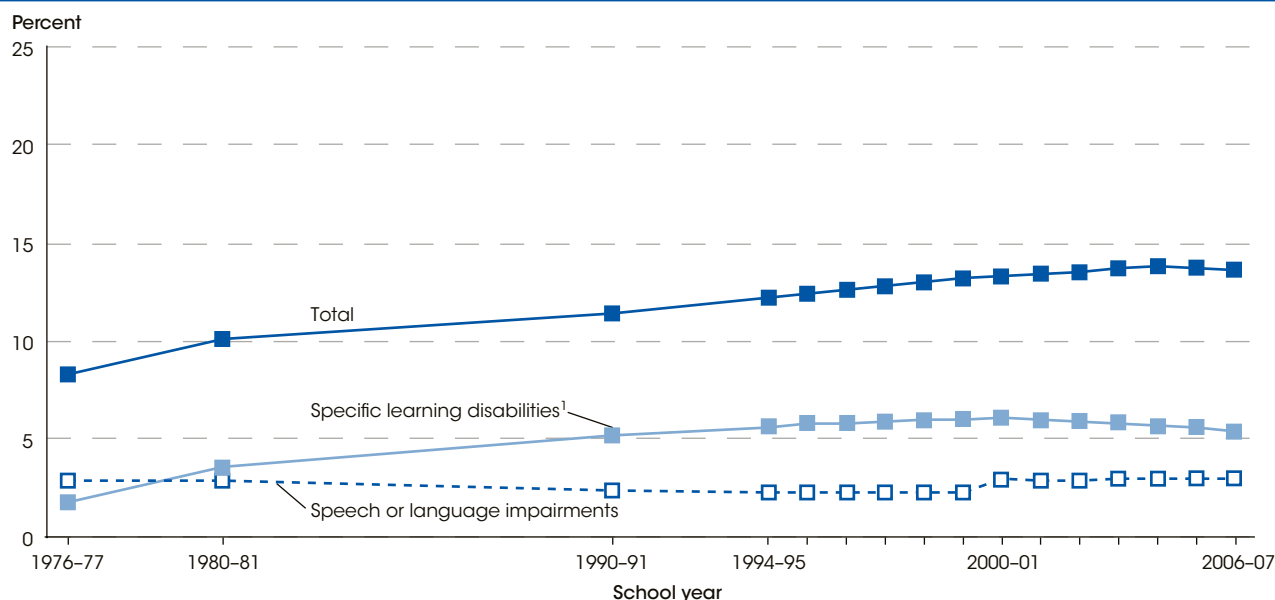
For more information: [Tables A-9-1 and A-9-2](#)

Technical Notes

Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible children and youth identified by a team of qualified professionals as having a disability that adversely affects their academic performance and as being in need of special education and related services. The estimates include children and youth receiving special education services through IDEA in early education centers

and public schools in the 50 states and the District of Columbia and in Bureau of Indian Education (BIE) schools through 1993–94. Beginning in 1994–95, numbers and percentages exclude BIE schools. For more information about the student disabilities presented here, see *supplemental note 7*. The four race categories exclude persons of Hispanic ethnicity. For more information on race/ethnicity, see *supplemental note 1*.

Figure 9-1. Percentage of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), by primary disability type: Selected school years, 1976-77 through 2006-07

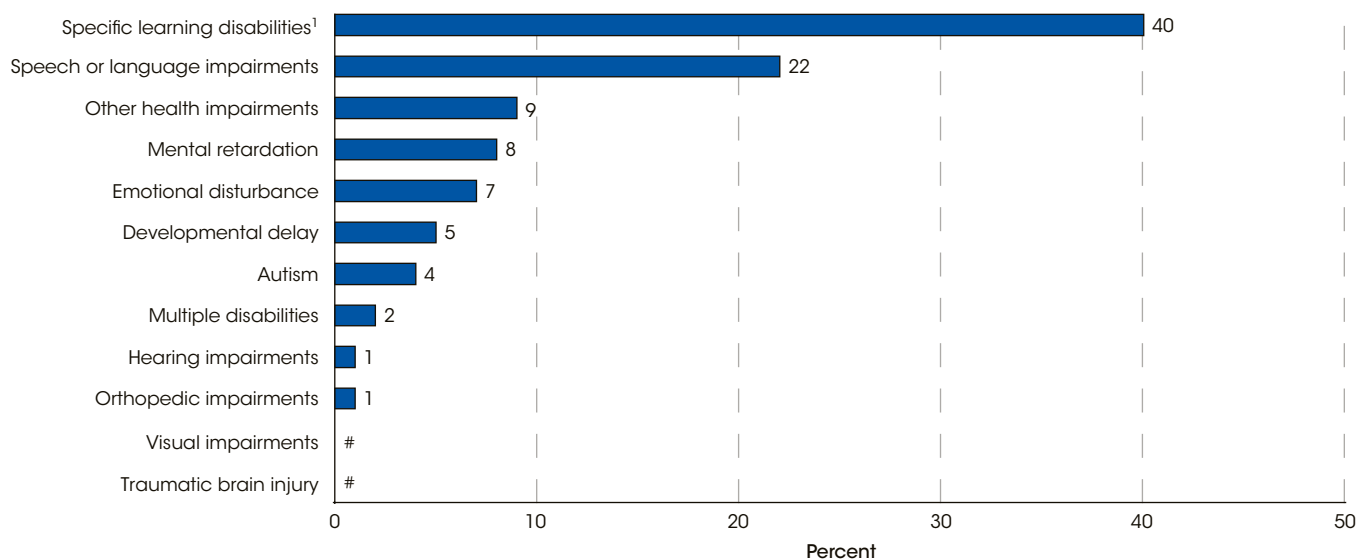


¹ A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

NOTE: For years prior to 1994-95, data included children and youth from birth to age 21, and estimates included Bureau of Indian Education (BIE) schools. Increases since 1987-88 are due in part to legislation enacted in fall 1986, which added a mandate for public school special education services for 3- to 5-year-old children with disabilities. For more information about student disabilities, see *supplemental note 7*.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1977 through 2006, and Individuals with Disabilities Education Act (IDEA) database, retrieved August 1, 2008, from <http://www.ideadata.org/PartBdata.asp>. U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary School Systems, 1976-77 through 1980-81, and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2006-07.

Figure 9-2. Percentage distribution of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), by primary disability type: School year 2006-07



Rounds to zero.

¹ A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

NOTE: Includes children and youth in the 50 states and the District of Columbia and excludes Bureau of Indian Education (BIE) schools. Detail may not sum to total because of rounding. For more information about student disabilities, see *supplemental note 7*.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2006, and Individuals with Disabilities Education Act (IDEA) database, retrieved August 1, 2008, from <http://www.ideadata.org/PartBdata.asp>.

Supplemental Tables to Indicator 9

Children and Youth with Disabilities

Table A-9-1. Number and percentage of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA): 1976-77 through 2006-07

School year	Total served under IDEA (in thousands)	Percentage of total public school enrollment served under IDEA ¹	Percentage of youth ages 3-21 served under IDEA
1976-77	3,692	8.3	5.0
1977-78	3,755	8.6	5.1
1978-79	3,894	9.2	5.4
1979-80	4,010	9.6	5.6
1980-81	4,146	10.1	5.8
1981-82	4,203	10.5	6.0
1982-83	4,260	10.8	6.1
1983-84	4,304	11.0	6.3
1984-85	4,320	11.0	6.3
1985-86	4,322	11.0	6.4
1986-87	4,379	11.0	6.5
1987-88	4,414	11.0	6.6
1988-89	4,493	11.2	6.7
1989-90	4,599	11.3	6.8
1990-91	4,717	11.4	6.9
1991-92	4,881	11.6	7.1
1992-93	5,042	11.8	7.3
1993-94	5,223	12.0	7.5
1994-95	5,378	12.2	7.6
1995-96	5,572	12.4	7.7
1996-97	5,737	12.6	7.8
1997-98	5,908	12.8	7.9
1998-99	6,056	13.0	8.0
1999-2000	6,195	13.2	8.1
2000-01	6,296	13.3	8.2
2001-02	6,407	13.4	8.3
2002-03	6,523	13.5	8.4
2003-04	6,634	13.7	8.6
2004-05	6,719	13.8	8.7
2005-06	6,713	13.7	8.6
2006-07	6,686	13.6	8.6

¹ Number of children and youth served as a percentage of all children and youth ages 3-21 enrolled in early education centers and public elementary and secondary schools.

NOTE: Includes students served under the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act. In October 1994, funding for children and youth with disabilities was consolidated under IDEA, Part B. Data reported in this table for years prior to 1994-95 include children and youth from birth to age 21. Includes children and youth in the 50 states and the District of Columbia and in Bureau of Indian Education (BIE) schools through 1993-94. Beginning in 1994-95, estimates exclude BIE schools. Increases since 1987-88 are due in part to legislation enacted in fall 1986, which added a mandate for public school special education services for 3- to 5-year-old children with disabilities. For more information about student disabilities, see *supplemental note 7*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, selected years, 1977 through 2006, and Individuals with Disabilities Education Act (IDEA) database, retrieved August 1, 2008, from <http://www.ideadata.org/PartBdata.asp>. U.S. Department of Education, National Center for Education Statistics, *Statistics of Public Elementary and Secondary School Systems, 1976-77 through 1980-81*, and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1981-82 through 2006-07.

Table A-9-2. Percentage of 3- to 21-year-olds served under the Individual with Disabilities Education Act (IDEA), by primary disability type: Selected years, 1976-77 through 2006-07

Disability	1976-77	1980-81	1990-91	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
All disabilities	8.3	10.1	11.4	12.2	12.4	12.6	12.8	13.0	13.2	13.3	13.4	13.5	13.7	13.8	13.7	13.6
Specific learning disabilities ¹	1.8	3.6	5.2	5.6	5.8	5.8	5.9	6.0	6.0	6.1	6.0	5.9	5.8	5.7	5.6	5.4
Speech or language impairments	2.9	2.9	2.4	2.3	2.3	2.3	2.3	2.3	2.3	3.0	2.9	2.9	3.0	3.0	3.0	3.0
Mental retardation	2.2	2.0	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.1
Emotional disturbance	0.6	0.8	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9
Hearing impairments	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1
Other health impairments	0.3	0.2	0.1	0.2	0.3	0.4	0.4	0.5	0.5	0.6	0.7	0.8	1.0	1.1	1.2	1.2
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	—	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Deaf-blindness	—	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Autism	—	—	—	#	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.5	0.5
Traumatic brain injury	—	—	—	#	#	#	#	#	#	#	#	#	#	#	0.0	0.1
Developmental delay	—	—	—	—	—	—	#	#	#	0.4	0.5	0.6	0.6	0.7	0.7	0.7
Preschool-age with disability ²	†	†	0.9	1.2	1.2	1.2	1.2	1.2	1.2	†	†	†	†	†	†	†

— Not available.

† Not applicable.

Rounds to zero.

¹ A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

² Beginning in 1976, data were collected for preschool age children by disability type; those data are combined above with data for children and youth ages 6–21. However, the 1986 Amendments to the Education of the Handicapped Act (now known as IDEA) mandated that data not be collected by disability for students ages 3–5. Accordingly, those data are reported as a separate row for years 1990–91 through 1999–2000. Beginning in 2000–01, states were again required to report data for preschool children by disability.

NOTE: Detail may not sum to totals because of rounding. Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible children and youth identified by a team of qualified professionals as having a disability that adversely affects academic performance and as being in need of special education and related services. Includes children and youth in the 50 states and the District of Columbia and in Bureau of Indian Education (BIE) schools through 1993–94. Beginning in 1994–95, estimates exclude BIE schools. For more information about student disabilities, see *supplemental note 7*. For more information on the Common Core of Data (CCD), see *supplemental note 3*.

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